KINDERGARTEN MESSENGER
AND
The New Education.
For Parents and Teachers.
Devoted to Kindergarten Culture and Educational Hygiene in Home and School.
Edited by W. N. Hailmann.

Fourth Series. No. 5. MILWAUKEE, MAY, 1880. Whole No. 41

The Kindergarten Occupations in the School.

BY W. N. H.

THE STICKS. (*Concluded.*)

2. Each child receives a suitable number of sticks of equal and of different lengths, and is required to lay with these the outlines of certain kinds of triangles, quadrilaterals, etc.

Schedules of forms, similar to the following, may be written upon the blackboard, and each child asked to lay a given number of each form in given positions:

Triangles { equilateral. / isosceles. / scalene.

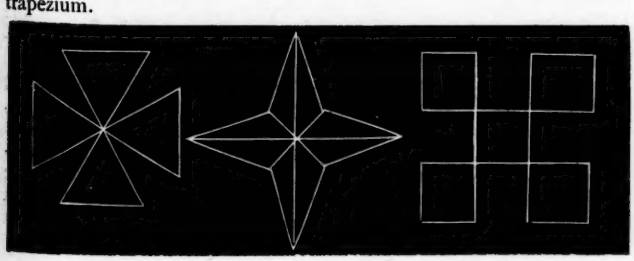
Isosceles Triangles { acute-angled. / right-angled. / obtuse-angled.

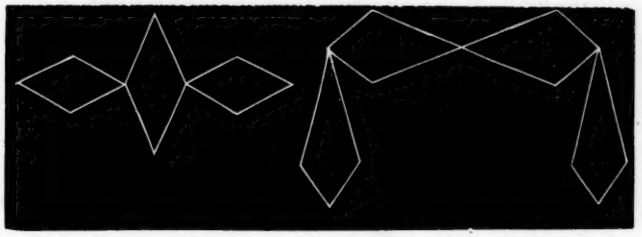
Quadrilaterals { Parallelogram. / Trapezium. / Trapezoid.

Parallelograms { Square. / Oblong Rectangle. / Rhombus (Lozenge). / Rhomboid.

A number of the forms laid may be described by the pupils singly or in concert, naming the kinds and relative positions of the sides and angles. Thus: This equilateral triangle has three equal sides, and three equal acute angles.—Or: This triangle has one horizontal straight side below, and two slanting straight sides on the right and left. The slanting sides are shorter than the horizontal side; the slanting sides are equal in length; the triangle is *isosceles*. The lower angles are acute; the upper angle is obtuse; it is an *obtuse-angled isosceles triangle*.—Or: This figure has four sides; it is a *quadrilateral*. It has two sets of parallel sides: it is a *parallelogram*. Its angles are right angles: it is a *right-angled parallelogram* (rectangle). All the sides are equal: it is a *square* (equilateral rectangle).

3. The children are directed to lay a certain form with the sticks. They are, then, permitted to "play" with this form on the slate, drawing it in various positions, arranged into symmetrical forms. The following are some of the forms resulting from "playing" on the slate, successively, with the equilateral triangle, the scalene obtuse-angled triangle, the square, the rhombus, and the trapezium.





Where circumstances permit, groups of three, four, or more children may *lay* similar symmetrical forms on suitable, flat tables. Much will be gained for all drawing exercises, if kindergarten tables of suitable size, and kindergarten slates or paper, ruled in small squares, can be used.

4. Each child receives a number of sticks of various lengths—one, two, three, four inches long. The teacher, then, dictates the scanty outline of some familiar object, a table, a chair, a desk, a boat, a house, house and garden. The outline, thus obtained, may then be ornamented or "worked out" by the children with the material left in their hands, according to their own taste and judgment; and the whole sketch may or may not be copied on the slate, and further carried out to suit the idea of the children.

Similarly, geometrical forms in various positions and symmetrical arrangement may be dictated by the teacher, or by some pupil.

5. With sticks of a given length, the children may measure the outline, length, thickness, breadth, "distances across," etc., of objects close at hand, reducing the measurements to feet and parts of feet, according to their state of progress.

6. The sticks, used singly, are convenient counters for arithmetical operations within the limits of one to twenty. With their aid, they may count by ones, twos, threes, etc., perform addition, subtraction, multiplication, and division. Sticks of convenient length may be broken by the children into halves, thirds, fourths, and a variety of operations performed with these fractional parts. Bundles of sticks—ten in each bundle—are quite serviceable, in connection with a suitable number of single sticks, in the operations with tens and units within the limits of one and one hundred.

Thus, we see what a fund of invaluable assistance lies hidden in the simple match-splint. In the hands of the earnest, mobile teacher, it appears like a magic wand, clearing up the "mysteries" of form and number, and investing the "dry facts" of geometry and arithmetic with the wondrous charms that clear insight gives.

Properly used, in the spirit of Froebel, it—like all his gifts—teaches the child the art of connecting the simplest "raw material", with all its thoughts and feelings, of using it as a means of giving expression to all that it loves and respects and enjoys as good, and true, and beautiful.

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See first page of cover.

(For the NEW EDUCATION.)

Extracts from Marenholtz-Buelow's Aphorisms.

Symmetry, rhythm, harmony are to be aroused in the child's soul by music. It is said that nations in their childhood sang instead of speaking; this is proved by the fact that rhythm and melody are among the first wants of the child. The movements of the body indicate the music of the soul, in grace. Crying and angry children are best soothed by music.

Beauty educates. Beauty is harmony of forms, *perfection* in the expression of an idea. In the form the idea is revealed, this fertilizes the mind that takes it up, unfetters the mind,—and thus beauty liberates. Hence Froebel uses all imaginable means to introduce the child from the earliest life into the realms of beauty. Beauty of form leads the human soul to beauty of thought.

Egotism cannot flourish in the kindergarten. Self-denial and sacrifice are practiced freely, without compulsion, from *love* in the community which demands for its existence the self-control of the individuals. The great number of play-mates, and the unusual surroundings act as incentives to worthy conduct.

History deals with experiences. The child must have had personal experiences, before it can have a criterion of comparison for what it has not personally experienced, for historical events. It must know a number of persons, in order to obtain in these a measure for the actors, the ideal men and women of the past. Only a living presence can infuse life into the past. The actual doings of men in the present alone can impart actuality to the actions of past men.

Nothing is more dangerous than to leave the child alone with its instinct of action, thus giving it an opportunity of wearying itself out in unavailing efforts againts the natural resistance of things. The repeated experience of the *impossibility* to overcome this resistance leads to the abandonment of the useful attempts, hence to the abandonment of all efforts, and thus indolence takes the place of the instinct of action. The education of our time still finds it difficult to determine to what extent the efforts of the child are beneficial and useful, how far such efforts may be assisted to aid the child in reaching the desired end, and how far it should be left to free and self-determined activity. Only Froebel's method of occupying children has struck out the right path in this respect, since it gives the right material and right directions for use, so that the child's activity may attain its end by efforts that do not exceed the powers and yet serve to develop *all* the powers and talents harmoniously. The instinct of work or of action is innate in the child, but so is, too, the natural inertia of matter. Education must bring it about that the former hold the latter in equilibrium, so that self-determination may be attained through well-conducted *free motion*. Self-determination must lead the child to the good; it must fulfil its duty without compulsion. Coërced goodness is not goodness, does not prepare for morality; only *free choice* gives to the action moral value. But a child cannot yet choose the disagreeable of its own accord, hence the fulfillments of duty must be made *agreeable*, i. e., must *agree with the wants of its nature*, not be opposed to them, whereby only distorted beings can be formed. The gradual accustoming to moral efforts, according to the healthy requirements of its nature, will, by and by, easily develop self-control into cheerful self-sacrifice. But useless sacrifices must not be required; the child must appreciate their use, and must never be subjected to aimless or arbitrary vexations. Only the healthy, i. e., free unfolding of the soul enables it to overcome itself. First *self-hood* must be developed, individuality must be distinct, before the feeling of subordination and devotion to something higher, to the whole, can be aroused.

Since the dawn of science, much has been done to discover laws of nature, but these have rarely been applied to the development of the *human* being, at least this has been done in a one-sided manner with reference to his physical development. If man as a spiritual being stands above the laws of the natural kingdoms, still his spiritual development must take place according to certain laws. The moral and intellectual powers of the child are developed just as logically and in accordance with age, as his physical powers; hence the treatment of the soul needs at least the same care as that of the body. The fundamental law that underlies this spiritual development was discovered by Froebel, who thus became another Columbus in the world of mind.

This natural law, however, grants freedom, freedom of development to all. As the law of nature does not hinder the development of the organisms of nature, so also the spiritual law of nature. The analogy between the spiritual and physical applies in this case as in all others. The law of development of the two must in its ultimate formula be the same. "Connection of contrasts" it is, in both cases. This law is the same for all individualities, furthers the development of each, simply because each is permitted to *grow from within outward;* but each individuality applies it in an individual way—hence the endless varieties.

Culture requires discipline; the right discipline is that which does not oppose nature but submits to her laws, and, at the same time, can apply the means for her elevation and improvement. Only dealized, that is *developed* nature is true culture.

(For the NEW EDUCATION.)

The Water-Basin in the School-Garden.

BY M. M.

[I translate the following paper, which appeared in a recent number of the *Erziehung der Gegenwart*, from the pen of Dr. Schwab, not only because it is a further development and guide of the subject, but because the author's enthusiasm is contagious. It shows how he identifies himself with his beloved school-gardens. It is a good exemplification of the way the thoroughly trained mind of the German scholar works. The habit of making every utterance a complete statement, which is inculcated in the German schools from earliest childhood, leads often to repetitions of words, which produces a style unlike an English one, but it has a certain effectiveness, which is satisfactory. The children in the German schools are not allowed to answer "yes" or "no" to a question, but their reply must include the question asked, and this forms an invaluable habit of mind, and precludes superficiality.—*Tr.*]

"Water is the eye of the landscape," is a proverb. Wherever the school-garden can expand a little, it should strive for a landscape character. The smallest glimpse of water enlivens and ornaments it. The school-garden should be a tasteful and well-arranged type of science of home and nature. If there is sufficient water for the purpose, it should be carefully used to make children acquainted with a choice selection of the water-plants of the home region. Water basins, adapted to hold plants and animals, and to keep in good order, can be arranged in many parts of the garden at quite an insignificant expense, partly by the help of common day-laborers, partly by the teachers and school-children. If a stream of water passes through the garden, or flows near it outside, the best opportunity is offered of laying out a water-basin within it, planting it skillfully, and making an actual aquarium of it. But since flowing water in the vicinity of the school-garden is of proportionally rare occurence, and because well-water becomes serviceable for the existence of aquatic plants and animals, if it does not contain much saltpetre, the water of the school-fountain can be used for this purpose, even if it contains some lime. The basin requires at least the space of a moderate-sized apartment. It can be made cheaply, because it does not need to be walled in, nor cemented. A small basin can be made circular or oval, a larger one in some pleasing shape, and ornamented with little inlets and islands. The soil should be dug out to the depth of about two-thirds of a meter, but in the middle of the basin it should be deeper, so that in cold winters the water cannot freeze at the bottom; some parts near the shore should be shelved, and in one or more of the inlets it should be quite shallow. When the basin is dug out, the bottom of it

should be well faced with clay, like the floor of a shed or barn, that the water may not soak away. Then the nourishment of the plants that are to be cultivated in it in fitting groups, must be deposited upon the clay, in places selected for that purpose. Let pond-mire occupy the middle, rich mire towards the edges, and fen-mud in the inlets.

Now, in order not to stir up the earth that is deposited in the basin, the water must be let in gradually, and the plants set in their respective places on the soil they severally need, and in groups, so that the deep water plants shall be in the middle, shallow water plants on the edges, and bog plants in the inlets, and yet the water mirror shall be pellucid in various places. Peculiar plants, which can only be thought of as representatives in a scanty selection, can be brought from their native places; many of these are luxurious and magnificent, and reach the height of almost two meters; a few are distinguished by glorious flowers. There can be no objection to the naturalization of some foreign plants. The shore line of the basin should be bordered with the March forget-me-nots, which looks charming not only to children, but to all eyes, and protects the strand, when, in mid-summer, the water has receded by evaporation. The shore itself, outside the wreath of forget-me-nots, is to be planted with beautiful polished sods. In the sod itself will arise, from place to place, beautiful leaf-plants, now in groups, now picturesquely distributed singly, yet the largest stretch of the shore should remain free, so that the view of the diversified flora, doubled by the cheery reflections from the glistening waters, will nowhere be obstructed. If a fountain is at hand, or a spring in the school-garden, and the spring higher than the water-basin, then the flow from the fountain will be led into the basin in many meanderings, and the shore of the stream as well as its environs will be used in many picturesque ways for the grouping fern, which can be planted in little hollows filled with mould (humus). If the fall of the water is strong, which will often be the case in the school-gardens of the Alpine regions, or on the borders of Bohemia, or if the garden is large, then the water can be guided over a natural or an artistic rock-work, or the declivity can be covered at least with stones, and the ferns planted between them in natural groups. Ferns flourish in stony or very sandy ground; if this is kept moist, the necessary humus or mould is soon formed by the decay of the old leaves. In large school-gardens, ferns are especially grateful to the eye, as the only ornamental plants which will flourish in a dark, shaded situation. Sods must be carefully removed from ferns; moss, ivy, evergreens, on the contrary, do not mar their æsthetic effect.

With such an elevated supply of water, a small fountain may be placed in the middle of the basin, between larger bits of tufa or other stone-work, adding charm and more agreeable effects at little expense.

The capacity of the water-basin to afford instruction in the science of home may be increased essentially and without expense, by arranging it as an aquarium, indeed, as a truly luxuriant sweet-water aquarium for school purposes.

If the basin, for instance, is furnished with the necessary selection of plants for the purposes of instruction, and with suitable stones under which the water-animals can hide when they please, and protect themselves from the heat of the sun; if it has been filled with water from four to six weeks, and the plants have rooted themselves firmly, the animals can be introduced. Now, plants and animals begin a lively and uninterrupted exchange, in which the former prepare the oxygen necessary to animal life, and the latter the carbonic acid required by the plants. But it must not be forgotten that the oxygen is only furnished by those plants which have submerged leaves, like the Valisneria, duck-weed, and water-cress. If the aquarium is not fed by flowing water, the teacher must be careful that the water does not become too warm, and that, in changing it, too cold water is not suddenly substituted for that which has been warmed by the sun, else many a little animal will be killed as if struck by apoplexy. It is best to fill it with rain-water. The conferva are to be avoided among plants, and the water-mole and water-shrew among animals.

Water and land-frogs, including tree-frogs, as well as salamanders are useful in an aquarium, also cockles, water-beetles, mud-beetles, and all sorts of comical water-bugs.* The snails, water and land snails, are quite indispensable, for they prevent the too great encroachment of the plant element; the pond muscles are good also, and many fishes, the white and gold-fishes, the thrust-blade, and the stickleback, all which are useful if the aquarium has no flowing water. Leeches and bryozoa may also be admitted. On the other hand, beware of the river crawfish, which are still more rapacious than many water-insects, and which, besides, bore through the clay bottom of the basin and thus injure it essentially. (Beware also of the pugnacious breme, which bites at all the fishes, and especially wars against the happiness of the gold-fishes, which they incessantly pursue and snap at.—*Tr.*)

In order to complete these pictures of life in the water for purposes of instruction, the larvas of the rapacious water-insects that are shut out of the aquarium can be placed in glass bottles near the basin. If a stone rampart for the care of Alpine-plants has been placed on the edge of the basin, the hermit earth-salamanders may find shelter between the stones. If there is a litte aquarium in the school-room, those animals which are of a delicate nature, like gold-fish for example, can be wintered in it; if not, some large glass vessel can be appropriated for that purpose.

All friends of schools, of natural history, and of the people will rejoice to know that a number of eminent naturalists have come forward into the service of the idea of the school-garden. Professor Gustav Jäger in Stuttgart, the most competent man, has undertaken the "Aquarium in the School" at the request of the writer of these lines. Upon this theme he will write a cheap little popular pamphlet, and other specialists will do their part.

Austria, without Hungary, numbers 15,000 public schools, in which almost two million children are instructed. Of these institutions not all are able to establish school-gardens, and there is not a water-basin in every school-garden. But information upon life in the water, that element which sustains all life and gives form to everything, without which man could not live, or be a being susceptible of culture, is a proper work of the public school.

Provisional Platform of the Western Kindergarten Association.

Deeply conscious of the importance of the early training of children, we ask

1. That all concerned in the work of education—parents, kindergarteners, and teachers—should be amply prepared for their duties;

2. That they should be fitted to do their work on the basis of an ample acquaintance with the facts and laws of physiological and psychological growth.

In addition, we hold

3. That these facts and laws point clearly to the greater importance of habit over mere knowledge, and, consequently, of training over mere instruction and percept.

4. That these facts and laws militate against all kinds of routine and pedantry in educational work, as pernicious practices.

We, therefore, consider it our duty, each one of us in his or her circle,

5. To seek ever more light for ourselves on these matters by an earnest, loving observation of children.

6. To aid in diffusing the light we may possess, by personal agitation among teachers, by efforts to establish mothers' classes and kindergartens of all descriptions, and by assisting the public-school authorities in their attempts to introduce kindergarten principles into the work of the school, and to make the public kindergarten a feature of the system of common schools.

7. We invite all kindergarteners, as well as all earnest friends of their principles and aims, to join us as members of our association.

8. All who wish to be members are requested to send their address to the provisional manager of the affairs of the association, W. N. Hailmann, 251 East Lafayette St., Detroit, Mich.

* To these may be added the pretty water-newts, minnows, and the larvas of the dragon-fly; the transformation of the latter into the winged insect is a beautiful spectacle.—*Tr.*

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AND
THE NEW EDUCATION.
PUBLISHED BY THE
DOERFLINGER BOOK & PUBLISHING CO.,
MILWAUKEE, WIS.

TERMS.

1 copy, yearly, in advance.....	$1.00	3 copies to one address.....	$2.50
Single Copies,.....	10	5 copies to one address.....	$4.00

☞ *Exchanges and Communications intended for the Editor of the NEW EDUCATION should be addressed to* W. N. HAILMANN, 251 *E. Lafayette Street, Detroit, Mich.*

All Business Letters and Remittances address to DOERFLINGER BOOK & PUBLISHING CO., 461 East Water street, Milwaukee, Wis.

Entered at the Milwaukee Post Office as second class matter.

☞ Kindergarteners and friends of their principles and aims who may wish to read papers, propose discussions, or offer advice, will please communicate, as soon as practicable, with us, so that the programme of the meeting of the Western Kindergarten Association, to be held in August, at Chicago, can be prepared for publication in our next number.

THE authorities of the Normal School at Milwaukee, as well as those of the Oshkosh Normal School, have secured two of Miss Blow's best graduates. Besides, Miss Blow will give personal attention to the work at Oshkosh. This augurs well for the success of this important step of the Wisconsin Normal Schools.

WE have received a report of most interesting exercises of Mrs. Pollock's Kindergarten and Normal Institute, at Washington, in commemoration of Froebel's birthday. Mrs. Pollock is an indefatigable and judicious worker in the cause, and deserves the success which will be sure to crown her unselfish efforts.

A SIMILAR report comes to us from Toledo, where Miss Lang has established a flourishing kindergarten. From the character of the report, we judge that Toledo has reason to be proud of her kindergarten, and that Miss Lang is making fast friends to the cause.

MISS PEABODY has been detained, partly by indisposition and more by the weight of her work in Baltimore, from furnishing the report of the last meeting of the A. F. U. She writes that the report will be ready by June. In the meanwhile, she sends the following: "Dr. Barnard opened the meeting with an admirable setting forth of the indispensableness of that nurture of heart and education of the will, to which the state is necessarily incompetent, but without which the schools cannot accomplish their work in their turn. Mr. Cushing followed with 'An Outside View of the Kindergarten,' showing it to be just what it is—moral moisture and general inspiration,—and then he read a mother's view of the necessity of it, written by one who had kept a kindergarten both before and after she became a mother. In the evening, he read the lecture of Mr. Harris, of St. Louis, on the industrial relations, excellent for what it undertook to say, but not touching on the æsthetic bearings of the kindergarten, which constitute its specific value.—The next morning, I read, with accompanying illustrative conversation, Miss Buckland's lecture on Story-telling, which shows that the proper culture of the imagination should precede and constantly accompany the building of the understanding by manipulation, observation, and classification of things. On that second day, we had also Mr. Adler's speech on the duty of humanity in its maturity to its germs and the sore need of the kindergarten for the poor, and, in the evening, Mr. Newton's strong presentation of the duty of doing what the state cannot do, before the state begins its proper work. We had, too, on the second day, Mr. Bachellor's great lecture on the teaching of the elements of music to little children by means of color. I look upon this as a discovery of harmony of nature available for education which even Froebel did not reach, and which he has *proved* by successful experiment in Miss Garland's kindergarten. Mr. Spring gave the last afternoon to 'Modeling in the Kindergarten'."

NEED OF SCHOOLS FOR NURSES.—Whenever we visit kindergartens connected with fashionable schools, or patronized by wealthy parents, we are struck with the frightful ravages which perverted home-training makes with child-nature. A certain languor in the bearing of the children, troubled countenances, sallow complexions, lustreless eyes, narrow nostrils, and hollow chests, thin limbs, with scarcely any muscle,—are a few of the most superficial evidences of perverted training that meet our eyes on entering these institutions.

A longer stay reveals to us, in addition to these, more serious evils in the mental make-up of these unfortunates. Prominent among these is an unnatural lack of impressibility, an almost impervious indifference to surroundings, and consequent absence of joyfulness or cheerfulness, a strange inability to make effort, and an excessive egotism that renders it very difficult for them to adapt themselves to others, or to bring sacrifices for their comfort.

Most of these children are, in their homes, the recipients of very little *direct* parental love. Both father and mother love their children very dearly, no doubt, but business and pleasure, and, most of all, "duties to society," compel them to lavish their affection on their offspring by proxy.

The agents entrusted with this work of "love by proxy," the nurses and governesses, rarely have the qualities of head and heart needed for so important a task. In some cases, they may have very good intentions; but they lack the culture, the insight, the experience, the personal interest, the self-sacrificing love, the firmness of character, and so many other things necessary for the full success of their work. In the great majority of cases, however, the lack of these things is not set off even by good intentions: they do their work angrily, spitefully, maliciously, chafing against their inferior positions, or, at least, thoughtlessly, working as little and as comfortably as possible for their pay.

The ingredients of the moral atmosphere surrounding the child, when they are not honestly vicious, are spurious substitutes for the wholesome ingredients that constitute the moral atmosphere of a home over which a real mother presides directly. The honest, earnest, self-sacrificing love of the mother imparts to her caresses, her words, her songs, her ways of handling the child, her movements, a peculiar charm, making her very presence a heaven to the child, a source of unspeakable joy, and a moral power, leading the child to love, and to all the virtues that flow from love. The average governess or nurse substitutes for this heaven-born love an artificial, mawkish, make-believe fondness, so transparent in its hypocrisy that even the babe can see or feel the indifference or hatred which it covers for the sake of a living.

The furtive shake of impatience when picking up or laying down the child, the quick glance of dislike, that gives the lie to oily words and hypocritical smiles, sow bitterness in the child's heart. Its yearnings for love never find a sincere response, its wants are supplied (though ever so lavishly) in a fretful manner, which excludes gratification, its tears are wiped in a way that provokes a frown, its smiles arouse an echo that poisons pure joy.

The Winslows, and other concocters of poisonous nostrums, are called in to assist in making the child's healthy liveliness less obtrusive, and in rendering the morbid result of unreasonable treatment less troublesome.

Objects that interest the child inconveniently are removed, or interesting things are supplied in such abundance that the child is surfeited into an aristocratic indifference to all things. Eager questions are drowned with hypocritical caresses, laughed out of countenance, or wearied or cheated out of existence in some way that may suggest itself to dronish incompetency.

Fresh air is shunned like poison—ostensibly to avoid colds and fevers, in reality to avoid the enlivening influence of ozone; or it is administered in a scared, nervous manner, which is sure to breed disease. Vigorous exercise and romping, the very fountain-head of all strength in body and mind, are always improper, "ungentlemanly," "unladylike."

Thus we might go on for pages, reciting the sins of the average nurse or governess, suffered and condoned (alas! too frequently demanded as virtues!) by the mothers, who do their "duties to society."

Is it a wonder that children under such training grow old before

their time, that they hardly ever enjoy the pleasure of being young, of cheerful growth through childhood, through boyhood and girlhood, into manhood and womanhood? Love and pure joy, the indispensable requisites of happy, vigorous childhood, are doled out in scantiest portions to these unfortunates, or rather are replaced by the vilest substitutes that cheat these unhappy beings of all that renders life a blessing.

As there is little hope that mothers in the "higher walks of life" can be relieved of their "duties towards society," it is incumbent on philanthropists to direct their efforts to the improvement of nurses and governesses. These must be carefully prepared for their important work, liberally fitted out with knowledge and skill for the performance of their difficult task.

Let the young women who wish to devote themselves to the missionary work of nurse-ship to the children of the wealthy, undergo a thorough course of preparation; let them become fully acquainted with the laws of physiological and psychological growth, more particularly as applied to childhood; let them study child-nature, and learn to respect it, before they undertake the guidance of a little child; let them become fully acquainted with the wants of children, the symptoms of the urgency of these wants, and the means of satisfying them, and of leading them upward and onward; let them become familiar with the character and possibilities of plays and playthings, so that with the aid of these the children may learn to control themselves and their surroundings for purposes of happiness and usefulness.

It is to be hoped that nurses and governesses commit their sins against sound principles of education more from ignorance than from wickedness, and that, consequently, such a course of training, in doing away with their ignorance, would do away with the principal source of their shortcomings and perversions.

True, such a course of training could not give them that invaluable source of love and virtue in the child—a real mother's love; but it would give them the next best thing, an intelligent respect for childhood, the seedling-time of future worth and character; it would arouse in them a sense of the great responsibility that is attached to their work, and the knowledge and skill acquired would teach them a noble self-respect, thus removing the principal cause of the dissatisfaction, the malicious envy, the hatred, that is so apt to be found in the hearts of subordinates.

The efforts of kindergarteners, therefore, who—like Mrs. Pollock, at Washington—are inaugurating the establishment of schools for nurses, deserve the grateful encouragement of all true philanthropists; and it is to be earnestly hoped that the American Froebel Union will soon find time and money to attend to this urgent demand of a great and important portion of coming generations.

CHARITY KINDERGARTENS.—If you ever visited a charity kindergarten, you will agree that nothing is calculated to arouse in our souls warmer sympathy and deeper gratitude than these wonderful institutions, where vigorous, healthy, little children that seemed to be doomed to misery and crime, are reclaimed, and safely started on the road to happiness and virtue. We are deeply touched by the noble work of asylums and schools for the blind, the deaf and dumb, the crippled, the weak-minded; but none of these come so near to our innermost feelings of humanity as the true charity kindergarten.

The asylums and schools of the blind, the deaf and dumb, etc., alleviate sufferings, it is true, render an inevitably and irretrievably fragmentary existence bearable to all concerned; but they can never, as a rule, remove the physical and psychical short-comings of their unfortunate charges, and place these on the road of complete living, of full happiness and usefulness. The inmates of these institutions, however well they may be cared for, will always appear to us as the incurable, though innocent, victims of unfortunate circumstances, or of neglect or wrong living on the part of their progenitors. In them, humanity is waning irretrievably, dying inevitably; we feel that here, in most cases, to prolong existence is to prolong suffering in the individuals concerned, and, worse still, in their possible progeny. Our sympathy is, indeed, aroused; but there is a sadness and a hopelessness mingled with it.

Not so in the charity kindergarten. Here, the work gives glorious promise of the tide of misery turned, of the baneful influence of neglect and wrong living neutralized, of waning humanity reclaimed, of powers—that were booked for the service of evil—restored to the service of good. We may not be able to repress this fear that the subsequent training of the little ones may undo much that the kindergarten is doing, but we feel and know that the possibilities of the work lie in the direction of complete living, of vigorous, happy, virtuous lives for all concerned, that they open new streams of a purer humanity. Hence our sympathy is animated by a warm glow of joy into a feeling of gratitude that it should be in our power to accomplish all this, into a generous determination to help with all the means at our command.

It is not possible to find a more touchig and more convincing instance of the power of generous love than these charity kindergartens. Every sound of speech or song, every look and gesture of the little children, gives unmistakable evidence of a deep grateful joy that has taken possession of their little yearning souls, and is leading them to all that is good, and shielding them against all that is evil.

How they have longed for love and, unconsciously perhaps, for an atmosphere of purity, for opportunities to exercise their power vigorously and without harm to themselves or others! Here they find all these things in an abundance and perfection that fairly overwhelms them. How gratefully, how vigorously, how thoughtfully they avail themselves of these gifts of a generous love! It seems as if untold tendencies for good had been kept captive in these poor charity-children and were now rejoicing and thriving in unexpected freedom.

If you lack faith in the imperishable power of truth and love, and of all that leads the race irresistibly on an upward course of progress, go to one of these charity kindergartens; for here you see truth and love, and all that renders humanity sublime, rising in rare and unexpected vigor and purity from what, in blind conceit, we have been condemning and pitying as unmitigated vice, corruption, and misery.

Thus, the charity kindergarten challenges our sympathy and aid not so much as an institution where suffering is relieved than as an institution where humanity is reclaimed. The poor children gain, indeed, much, but society gains more. Those who establish and support them are, indeed, benefactors of the little children that attend, but they are in a still higher degree benefactors of the race by securing new sources of vigorous progressive development, and keeping alive the faith in the ideals of humanity.

THE first serious and increasing evil bearing on education and its relation to health lies in too early subjection of pupils to study. Children are often taught lessons from books before they are properly taught to walk, and long before they are taught properly to play. Play is held out to them, not as a natural thing, as something which the parent should feel it a duty to encourage, but as reward for so much work done, as though, forsooth, play were not itself a form of work, and often work of a most fatiguing nature. Play, therefore, is not used as it ought to be used—as a mode of work which the child likes; but rather as a set-off against a mode of work which the child does not like, because it is altogether unfitted for his powers; because nature is protesting as loudly as she can, and as plainly as she can, that the child has not arrived at a period of growth when the kind of mental food that is forced on it, is fitted for its organization. For children under seven years of age, the whole of the teaching that should be naturally conveyed, should be through play, if the body is to be trained up healthily as the bearer of the mind. And it is wonderful what an amount of learning can, by this method, be attained. Letters of languages can be taught; conversations in different languages can be carried on; forms of animal life can be classified; the surface of the earth can be made clear; history can be told as story; and a number of other and most useful truths can be instilled without ever forcing the child to touch a book or read a formal lesson. Under such a system, the child grows into knowledge, makes his own inventory of the world that surrounds him and the things that are upon it, and, growing up free to learn, learns well, and eats, and sleeps, and plays well.—*B. W. Richardson.*

Kindergarten Training.*

The subject of combining industrial education with the mental training given in our public schools, is in perfect harmony with the kindergarten philosophy, which aims to utilize three years of the child's life at a time when, as a general thing, he receives no systematic training whatever. The kindergarten attempts to utilize these years in such a way that not only the child's entreaty for "something to do," or some one to play with, shall be satisfactorily responded to, but that, at the same time, he may also, unconsciously to himself, receive lessons with his toys which are calculated to make him familiar with the first elements of geometry, drawing, etc., together with the first important exercises in mechanical skill conducive to accuracy of execution.

While the general use of machinery relieves man of much drudgery in work, it makes greater demands for dexterity and skillful manipulation in art and mechanics; therefore the most important exercises in Froebel's kindergarten method of instruction are for the hands, as they are the most important tool of man. Without this early exercise, the elasticity of the hand is lost in great measure; the muscles do not gain sufficient flexibility and strength to meet the demands of higher artistic work without an immense amount of exercise and drill at a later period of life, when time may be more advantageously employed in cultivating intellectual attainments. Then, again, nothing marks noble freedom more than the free and graceful use of the hand and arms; a person with an untrained and neglected body uses the whole arm with awkward elbow, not knowing what to do with it; and the hands of the poor are usually stiff and clumsy, though they serve to earn their daily bread. A teacher of elocution once expressed to me her satisfaction that popular attention is being drawn to the early exercising of the hands and arms, for she had seen young men whom she was teaching try so hard to overcome the stiffness and awkwardness of these limbs that she felt the greatest pity for them, owing to their lack of that ease and grace which ought to be in the possession of every human being. The necessity for making use of early childhood in order to meet the demand for men and women who know and can do, is making itself felt more and more. Froebel's systematic plays and occupations not only aim at this physical training, but also at the development of mind and soul, thus preventing vacancy of mind—the worst enemy of morality and childish innocence.

So well recognized is its elevating influence on the morals of the rising generation that the Austrian Government makes attendance in the kindergarten obligatory. The great reason why kindergartens have not, thus far, been more generally adopted in our public schools and charitable institutions is the expense of the materials, etc., at first (though we can prove that this is a great economy in the end), and the lack of well trained kindergarten teachers, as well as the ignorance as to the saving influence of kindergartens and the great amount of crime and misery their general adoption would prevent. This want of information exists even among those whom Providence has favored with large fortunes, with which they might, like the family of Professor Agassiz, establish charity kindergartens.

As I wrote lately to Miss Peabody, the president of the American Froebel Union, the children of the rich need the kindergarten even more than those of the middle grades of society, not so much because they also need the mental and physical training given in the kindergarten, but their children are thrown more into society of nursery maids than those of the clerk, the minister, or the artisan. These latter children may thus learn at their own firesides the beautiful lesson of self-forgetfulness, cheerful obedience, and pleasure in labor. While to the children of the poor and lowest grades their elevation is in proportion to the depth from which they have been raised, to the offspring of the rich the kindergarten is the very paradise of childhood pervaded by love, the atmosphere of heaven. But while we are waiting for the public mind to awaken and demand the free kindergarten, would it not be well to make a beginning by giving to the young ladies in our normal schools (or at least to half of them) three or four lectures a week in the theoretical and practical application of the kindergarten philosophy, which seeks, through systemized play and occupation, to educate the mental, physical, and moral or affectional nature of the young child with equal care, for are they not of equal importance?

Many valuable reforms have already been adopted in our public schools, and if we should give to the normal scholars the kindergarten training, they would be enabled to introduce some of its valuable features into the present school system; thus, when the kindergarten finally becomes a free institution, we should have a corps of trained teachers all ready to enter upon their field of labor.

The blocks, both cubes and oblongs, as well as the sticks, the kindergarten drawing and some of the other occupations would form an admirable substitute to occupy the time now given to primary arithmetic. The lessons would not only be more simple and pleasing, but would lead to a clearer comprehension of numbers also. Another hour devoted to the cultivation of the child's moral and physical nature by means of musical movement plays, stories, or learning of verses, etc., would still leave an hour or more to reading and writing, which is enough for a child to study during his first year of school. The experiment of combining kindergarten methods with the primary school instruction was successfully tried in Allston, Mass., by Miss Susie Pollock, of Washington, who received her kindergarten training in Berlin, Prussia, in 1869, and, with myself, is now associate principal of the Kindergarten Normal Institute of Washington. This school at Allston grew to be such a centre of attraction that every available place was filled with little pupils (eighty). But the insufficiency of the remuneration for the amount of work done, without assistants, led Miss Pollock to give up this school to come to Washington, where a larger salary was offered by private individuals.

The problem of expense has been satisfactorily solved in St. Louis, where fifty free kindergartens are in successful operation. The salaries range from $500 to $800 a year. The teachers are not appointed by the school committee but by the lady from whom they received their diplomas, and who is therefore best able to know their qualifications. The assistants in these free kindergartens are not paid; they are either graduates or students who are very glad to obtain practical experience in teaching. Many mothers also volunteer to assist, for the sake of learning, through apprenticeship, how to use the system in their own families. The St. Louis school committee affirms that to have added the kindergarten to the schools already provided proves an economic measure, not only by inducing habits of regularity and industry, but also because it has been proved that the kindergarten saves two years of the primary school work and gives two additional years to the grammar school period; an important fact, when it is taken into consideration that nine-tenths of the children have only three years of school at most, and, if they can have the kindergarten, they will have four or five years of school life.

Let us not object, then, to the introduction of public kindergartens on economic grounds; for the arts and industries of our country will undoubtedly receive a new impetus through the taste thus acquired for symmetry, the practical application of numbers to things, and the familiar handling and use of the fundamental forms in geometry, with the clay modelling and the second gift, the sphere cylinder, and cube, as well as with the play with all the various triangles, etc.* There can be no doubt that much of the money which has to be expended for reform schools now will be saved to the State; for the people's kindergarten will prevent crime, and prevention is always better and cheaper than cure.

* These remarks were made by Mrs. Pollock, before the Department of Superintendence of the National Educational Association, last year. We copy them from Gen. Eaton's Circular of Information, containing the proceedings.

* See "Education by Hand," in Harper's Magazine for February, 1879. "The system in use in the Massachusetts Institute of Technology at Boston runs through all practicable courses, and rests upon the doctrine that the education of the hand is coördinate with the education of the mind. * * * What, then, would be the natural relation of handwork and headwork? Plainly, as the faculty of observation precedes that of reflection, the student in the earlier part of his course would use his hands and his eyes more—that is, would give a larger proportion of his time to any manipulatory work than in the later processes. * * The public schools give a mental training which ought to make one a better workman who waits until he has passed through them before applying himself to an art, yet the public schools foster also a disinclination to manual labor. * * * Manual instruction as an element in common school education finds a singular alliance with the kindergarten method, which is also passing through its experimental phase and demanding recognition in our public schools."

Education and Instruction.*

(From a Report of Fellenberg's Institute at Hofwyl.)

Every one, even with little attention, may make the experience on himself that his whole circle of ideas depended on the objects, men, and circumstances with which, during his life, he came in contact. Although the general qualities of human nature with reference to head, heart, and æsthetic sense, lead him to all that constitutes man; although his talents and his whole individuality decided more or less the tendency of his life: yet every one is aware, without profound psychological investigations, how much his development depended on external influences and on circumstances. Every one is surely convinced, that under more favorable circumstances and with happier influences he would have become a better, more useful, and happier being.

Now, what circumstances teach at the hand of chance, we are wont to call experience of men and things.

How much this does in proportion to what can be done, everybody knows. Surrounding nature is not the world—the men around us are not humanity. And suppose even that experience should offer sufficient material, will it furnish all the inducements for the proper mental digestion of this material? Education and instruction, which have been esteemed and practised among all progressive nations in all the better periods of the race and in all the nobler stages of culture would never have been called in, if experience of men and things could do all. But just in the main point it is fragmentary, there lies in its very nature the impossibility of developing man harmoniously in all directions and of imparting to him great wealth of knowledge. Education must, then, step in to supplement experience, if the demands of better reason are to be satisfied.

Then, if experience fail to furnish sufficient material, instruction will supply the want and extend the view. If external motives are not sufficiently abundant to induce the proper digestion of the material, instruction will aid by untangling whatever is complicated or intricate, by uniting whatever is related, and by arousing thought in many directions. If, besides, there are ideas and conclusions which cannot be derived directly from experience or which nevertheless are of great importance,—instruction has the means to present them, gradually proceeding from the simplest to the most complex, and to have them properly digested by the pupil.

Thus, too, education proper—which is concerned with the sensual, the disposition, the character—is most materially served; for instruction controls the sphere of thought on which all depends. He who knows little, can have but few and circumscribed aims; he who lacks quickness of conception and judgment and facility of action, will accomplish little with the best intentions, or he will, at least, be exposed incessantly to error and disappointment; he who cannot hold his egotism in check and control his appetites, will ever be of doubtful moral worth.

But the field of instruction is so extensive, that its survey must arouse a sort of dread in every educator, even if he was a *Leibnitz* in knowledge. Of course, it is not expected that even man should know and understand everything. Talents and individuality, even the disposition set limits—besides something must be left for others to do. It is difficult to find men less endurable than the *know-alls* and *do-alls*. The former cannot escape shallowness and superficiality, the latter interfere with every one who wants to do something, but accomplish nothing themselves.

Hence, the *entire* treasure of human knowledge cannot be well recommended as a means of education, as subject of instruction.—Shall we then, take pleasure in the ignorant, the idle, the indolent, who are not sufficiently instructed to enable them to procure a single sober worthy enjoyment of their existence, who ultimately become the prey of ill-humor and moroseness?—Or shall we approve the one-sided persons, who are absorbed in a single object of knowledge without interest in human beings and in society?—Or those who clasp all humanity to their heart and are themselves so deficient in knowledge and skill that they can offer only empty feelings?—Or those who are so lost in one branch of skill, that there is no other path by which they can be reached?—Or those who make self the only object of interest?—So strictly do the one-sided remain within their narrow limits, as if there were no common interests. Shall education aim at such one-sidedness? and if not, where will it find the golden middle road?

"Master in one thing, amateur in all," this is the cultured man: he must have many interests of equal intensity and value. Now, as these interests are not found originally and in perfect condition, instruction must create them. How numerous these interests are!

We are interested by the manifold variety of things, their impressions on our senses, their resemblances and differences, their changes of relation; we are interested in changing the natural form of things, so that we may recognize the necessities, the laws of nature; we are interested by the ideas in their contrasts and relationships. We are interested, furthermore, in sympathizing with men in their feelings, in their fate; we are interested in sacrificing our own inclinations to society, in acting for society; we are interested in the dependence of man on the Supreme Being. A lively interest we ought to have, too, in what is good, just, right, beautiful.

Is not the human being well educated who feels a lively interest in nature and science, in men and their associations, in religion, in morality, and the beautiful, and whose pure character is strong enough to act prudently, with reference to all these interests, according to the dictates of careful deliberation? —

There can be no disagreement on this score. The only question is, what are the best means to attain these ends. We find them in nature, in the sciences, and arts, in the history of mankind, and in the personal sphere of thought of the pupil which grows from the former.

The material, then, is found in the perfection of the current civilization. Only the mode of treatment of this material needs yet to be considered; for not every form of treatment that might suit the object, is also the best for the purposes of education.

Instruction should arouse and maintain interest in many directions. Thus, the storing of dead knowledge in the memory is excluded from an instruction which also educates. The pupil must be interested in the object that occupies him; and if this is the case, he will bestow his attention upon it and make it wholly his own. What he has gained, he will later find as an idea in his mind, he will recollect it and assign it a suitable place among the other ideas.

However, interest once aroused is not satisfied with the object in question, it wants to reach the adjacent, the implied objects. Have we not all seen children expectant, asking, and seizing?

But the manifold objects and ideas must not only be apprehended and connected, they must also be arranged and carefully controlled. Without this precaution, the door would be fully opened to that scatter-brain condition which is only too frequent.

If, then, instruction — in whatever subject and of whatever kind it may be—is to have a decisive influence upon the sphere of thought, it must satisfy these considerations. It must know how to engage the interest in whatever is offered, and how to keep it in constant expectancy of what is to come: otherwise it will prove tedious and, therefore, wholly perverted. The individual objects and ideas it must offer in sufficient intensity (and clearness) to the undisturbed consideration; it must help in connecting and arranging the acquired aggregates; it must give the pupil, now and then, breathing-time, so that he may collect his ideas fully and arrange his new acquisitions.

But his interest should be developed equally in all directions, in order to secure him more and more against one-sidedness. The task of instruction, then, is to attend, at the same time, to head, heart, and æsthetic sense. The succession of various portions of the work is determined partly by what has already been said, and partly by the following. The motley variety of impressions occupies the mind long before the desire to find the laws of order and necessity is aroused, long before the circumstances that deserve approval or disapproval engage the attention; the heart is attached to particular men long before it feels an interest in the social unions of several, long before a religious feeling of the dependence of mankind can

* The prospectus from which this article is taken, was published in 1811. We present it to our readers as a proof that, in educational matters, 1880 may still learn from 1811.—ED.

be aroused. Yet it cannot be denied that instruction is, at the same time, dependent on many circumstances and on the individuality of the pupil. Many subjects of instruction, indeed, act most favorably only at certain periods of youth, and lose their influence if this period has been neglected.

We may now be permitted to descend to particulars, although many things have not been touched upon, which, however, may be properly omitted in a *prospectus* of this character.

* * *

As soon as a pupil is entrusted to our guidance, we first aim to study him in all his peculiarities, in order to become familiar with the condition and extent of his sphere of ideas. Thus, all the good and useful portions that we find are reviewed with him analytically, and connected with suitable preparation for the instruction that is to follow.

The material of instruction is: 1) *Nature*, so far as it lies revealed to insight and æsthetic judgment; 2) *Mankind*, so far as it affects sympathy and moral judgment; and 3) the *individual* (own) *sphere of thought*, so far as the digestion of the ideas it comprises leads to quickness of thought, love of science, and firmness of character.

The first part contains two portions—one for insight, and another for æsthetic judgment, which, however, must be considered simultaneously. The second part comes to the pupil at a very early period, in the family, companions, and history. The third part accompanies the first two more or less independently.

A.—*Natural History* is to impress on the child's mind an image of the earth's surface in all its principal parts, to bring the many objects into organic order, to encourage the formation of ideas, to call inquiries for the essence and cause of things.

First, the nearest surroundings of the child are studied. Position and distance of prominent places and points are determined, natural objects are studied in the localities where they are found, and, then, arranged according to the resemblance and differences among them. Their division into minerals, plants, and animals is recognized. Henceforth, minerals are followed, until the various kinds of soil are familiar; botany and zoology are considered within appropriate limits. The child himself finds the classes and subclasses according to resemblances or differences of structure and form.

In special, independent lessons, however, forms are analyzed (geometry), and the counting of similar things is practiced (arithmetic). After a short preparation by Pestalozzi's lessons on form and number, and after extending arithmetic—mental and written—to the relations of life, we at once proceed to Herbart's ABC of perception, whose advantages have been sufficiently established in a number of experiments. This gives essential aid to the studies in geography and natural history.

When a clear image of the nearest surroundings, in their chief parts, has been obtained, when ideas of day and night, sunrise and sunset, heat and cold, of land and water, and of the seasons have been sufficiently developed for the explanation of climate, the spherical shape of the earth, etc., instruction proceeds to the presentation of countries and natural objects beyond the immediate vicinity. Geography calls to its aid the globe and maps, natural history makes use of charts and pictures. The first maps represent only the outline of continents and islands, and, in these, mountains, seas, lakes, and rivers. The natural objects are taken up in connection with the families and classes, and in relation to the countries that produce or contain them.

Thus, the image of the earth's surface in its essential points would be complete. Political and statistical geography, which go hand in hand with history, and belong elsewhere, must supply whatever may be still wanting.

Man is considered in this connection only so far as he is an object of Natural History, and dependent on his natural surroundings. The industries and means of intercourse are considered. For the sake of experiment, our pupils themselves carry on some branch of industry in which some raw material is transformed.

When the motley variety of objects has ceased to engage the child's interest exclusively,—which will be the case, to some extent, even during the study of the immediate surroundings,—the child begins to demand a knowledge of the inner structure. Anatomy is indicated. If, however, its study is to do real good, its sickening and destructive features must be avoided as much as possible.

Subsequently, too, inquiries into the essence of things and their inner relations on the earth and in the heavens will be sure to arise.

What, heretofore, engaged the interest only as a phenomenon, now calls for deeper explanations. Chemistry and Physics may satisfy these demands, until the time comes for Philosophy.

Conversations about the various objects of instruction, review, out-looks, and all that contributes to elucidation and accuracy, constantly accompany the indicated steps. By these means, *language*, too, has grown empirically to a certain point, and has become so intimately connected with the things named, that we cannot mention a word from the sphere of the pupil's knowledge without arousing, in his imagination, the living picture of the thing named. It has, then, become the medium for analytical oral instruction, in which certain things are first analyzed into their parts, the ideas thus obtained extended and defined. At last, language itself has become an object of analysis, in order to gain from it the ideas that constitute grammar. Yet this method must be confined to the native tongue, foreign languages are better learned in the way of synthesis: Reading and Writing are, from the very beginning, synthetically connected with the language exercises.

Wholly different from the above are the exercises by which the æsthetic sense is to be cultivated; for æsthetic judgment decides upon relations, it does not concern itself with the nature of things and their necessary or accidental connections. It has nothing in common with appetites and feelings, although, in the beginning, it is mingled with these in the preferences and rejections.

These preferences of one object before another are cautiously watched, and cautious efforts are made to separate, from among the motives, whatever is not purely æsthetical. First, we have again nature with her manifold beauties. Whatever is great, strong, permanent, bright, first engages the æsthetic interest; later, order, purity, symmetry are appreciated; finally, the fundamental relations of æsthetic agreement in colors, forms, and sounds are eagerly sought.

But without personal practice, the pupil will accomplish little, hence he is taught drawing and music. The objects which he draws, the compositions which he sings and plays, are, at every stage, adapted to the proportion of his judgment; and, since no art has much that is cultivating in its lowest stages, we insist that artistic practice should pass beyond ordinary amateur-ship.

(*To be concluded.*)

Publishers' Corner.

THE time will soon come when teachers must know something of the methods of the kindergarten; and this little book is a very good work to start the common school teacher in the right direction.—*Educational News-Gleaner.*

THE discussions here presented show a masterly grasp of the principles which are accepted by many advocates of the kindergarten.—*Wisconsin Journal of Education.*

☞ WE are out of No. 34 of the MESSENGER AND NEW EDUCATION. We shall feel grateful to friends who will favor us with spare copies of this number, and shall be glad to credit them, with the number returned, on future or current subscriptions, or on other orders they may make of us.

MISS ELIZABETH P. PEABODY says of Prof. Barnard's "Kindergarten and Child Culture Papers" (see our offer in another column): "In the *American Journal of Education* for March, 1880, Dr. Barnard will begin the publication of Papers devoted to the history and present condition of the Kindergarten as developed by Froebel and others acting in his spirit and after his methods in different countries, as well as to the views of eminent teachers and educators on child-culture generally.....in a volume of at least 720 pages, (entitled *Kindergarten and Child Culture Papers,*) which will be sold for $3.50."